Program:
SPANISH

Department: Romance Languages and Literatures (RLL)

College: A&S

Year: 2014; revised March 2015

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I. Program Overview

Spanish is the most widely spoken of the romance languages and the second most widely spoken language in the world, with over 400 million native speakers and approximately 60 million speakers of Spanish as a second language. Spanish is the most spoken non-English language in the United States. The PEW Research Center report of 2011 indicates that 37.6 million persons ages five years and older speak Spanish at home. The report further indicates that 2.9 non-Hispanics speak Spanish at home.

A major in Spanish affords an enriching and intellectual development in preparation for careers in a global society. Thanks to the importance of Spanish in the United States and the world at large, knowledge of Spanish is at a premium throughout the United States' economy. Spanish teachers are in high demand at schools and universities; businesses are eager to hire people with knowledge of Spanish; and Spanish is increasingly valued in fields such as nursing, law, social services and law enforcement. Knowledge of Spanish can place students in an excellent position to develop careers in sales and marketing, business management, government administration, university administration or tax assessment. Other careers where Spanish will be advantageous are international relations, speech and physical therapy, political sciences, journalism, tourism and travel industry as well as the legal system.

A major in Spanish provides a liberal arts education that sharpens communicative, analytical and interpretive skills. A series of required language courses enable the students to develop and hone their skills in communicating – listening, speaking, reading and writing – with speakers of Spanish.

Proficiency at the level of SPAN 2016 is prerequisite to entry into the program. As students advance through the major, they learn to read, write, and converse in Spanish and continually learn advanced grammatical constructions. They are further introduced to the cultures, histories and
civilizations of Spain and Latin America. The skills acquired in the core language courses become the vehicles which allow for a deeper understanding of and appreciation for the language in its cultural and literary contexts within the core cultural electives. For these core cultural electives, students choose three courses from a menu of courses which afford a sampling of Latin-American and Spanish culture classes. In these core elective courses, students further develop their language skills while also sharpening their analytical and critical skills. Within the Spanish major, students may also choose additional electives to explore literature and business in the Spanish-speaking world.

Through a variety of experiences students are immersed in contexts that lead to a fuller understanding of cultural and global problems. Students have the opportunities to utilize language skills and cultural appreciation through service learning, both domestic and international, as well as occasion to study abroad via faculty-led experiences as well as individualized programs.
II. Program Outcomes

Learning outcomes indicated in the revised P-1 form.

1. Demonstrate ability to conduct conversations with native speakers of Spanish at the advanced low sublevel level of proficiency as determined by a departmental rubric that is informed by the American Council of Teachers of Foreign Languages’ (ACTFL) national standards.

2. Demonstrate writing ability using correct Spanish vocabulary and grammar at the advanced mid sublevel of proficiency as determined by a departmental rubric that is informed by the American Council of Teachers of Foreign Languages’ (ACTFL) national standards.

3. Demonstrate ability to understand, to analyze, and to evaluate readings from a variety of texts and to apply that learning to academic, personal, and professional contexts at the advanced high sublevel of proficiency as determined by a departmental rubric that is informed by the American Council of Teachers of Foreign Languages’ (ACTFL) national standards.
### III. Curriculum/Program Map

<table>
<thead>
<tr>
<th>Key</th>
<th>E = Emerging</th>
<th>D= Developing</th>
<th>A = Achieved</th>
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<tbody>
<tr>
<td>Program Learning Outcomes</td>
<td>SPAN 2016 Spanish Composition and Conversation II</td>
<td>SPAN 3001 Spanish Grammar and Composition</td>
<td>SPAN 3002 Speaking in Spanish</td>
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</tbody>
</table>
Hispanic Culture
US
SPAN 3085
Spanish Civilization I
or
SPAN 3086
Spanish Civilization II
SPAN 3087
Latin American Civilization I
or
SPAN 3088
Latin American Civilization II
Students choose three from this group.
Demonstrate ability to conduct conversations with native speakers of Spanish at the advanced low sublevel level of proficiency as determined by a departmental rubric that is informed by the American Council of Teachers of Foreign Languages’ (ACTFL) national standards.

|  | E | E, D, A |
Demonstrate writing ability using correct Spanish vocabulary and grammar at the advanced mid sublevel of proficiency as determined by a departmental rubric that is informed by the American Council of Teachers of Foreign Languages’ (ACTFL) national standards.

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<tr>
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<th>E</th>
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A
Demonstrate ability to understand, to analyze, and to evaluate readings from a variety of texts and to apply that learning to academic, personal, and professional contexts at the advanced high sublevel of proficiency as determined by a departmental rubric that is informed by the American Council of Teachers of Foreign Languages’ (ACTFL) national standards.
# IV. Methods and Measures

## SPANISH Assessment Measures Alignment Matrix

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tool</th>
<th>Course(s) where Data is collected and level (E, D, A)</th>
<th>Timeline</th>
<th>Person Responsible</th>
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<tbody>
<tr>
<td>Demonstrate ability to conduct conversations with native speakers of Spanish at the advanced low sublevel level of proficiency as determined by a departmental rubric that is informed by the American Council of Teachers of Foreign Languages’ (ACTFL) national standards.</td>
<td>Oral presentations (skits, interviews, debates ...) graded according to a standardized rubric which includes self-evaluation and evaluation by instructor. Group work observed and peer/instructor evaluated based upon a standardized rubric: effective in discussions, good listener, and capable presenter, proficient at diagramming, representing, and documenting work.</td>
<td>SPAN 3002 Speaking in Spanish (E, D, A)</td>
<td>Annually, summary to inform changes Major changes every 4-5 years</td>
<td>Members of Undergraduate Committee, Faculty representatives of required courses. Results presented to faculty for review and to be acted upon as needed.</td>
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<tr>
<td>Demonstrate writing ability using correct Spanish vocabulary and grammar at the advanced mid sublevel of proficiency as determined by a departmental rubric that is informed by the American Council of Teachers of Foreign Languages’ (ACTFL) national standards.</td>
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<td>Standard writing assignment (writing prompt) each unique to SPAN 3001 Spanish Grammar and Composition and SPAN 3002 Speaking in Spanish (E, D) and based upon a departmental rubric. Writing samples in response to discussion threads, personal reflections, blogs, letters ... (SPAN 2016 Spanish Composition and Conversation II, SPAN 3001 Spanish Grammar and Composition, SPAN 3002 Speaking in Spanish, SPAN4001)</td>
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<td>SPAN 2016 Spanish Composition and Conversation II (E) SPAN 3001 Spanish Grammar and Composition (E) SPAN 3002 Speaking in Spanish (D) Core electives (E, D] SPAN 4001 Advanced Grammar (A) SPAN 5001 Spanish Capstone (A)</td>
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| Advanced Grammar | Departmental standardized rubric generalized for assessment across electives (prompts). | Standard rubric (based upon GEN ED survey from Provost Office) to evaluate written capstone project SPAN 5001 Spanish Capstone (A). | SPAN 2016 Spanish Composition and Conversation II (E)  
SPAN 3001 Spanish Grammar and Composition (E)  
SPAN 3002 Speaking in Spanish (E, D)  
Core electives (E, D)  
SPAN 5001 Spanish | Annually, summary to inform changes  
Major changes every 4-5 years | Members of Undergraduate Committee, Faculty representatives of required courses.  
Results presented to faculty for review and to be acted upon as needed. |
|---|---|---|---|---|---|
| Demonstrate ability to understand, to analyze, and to evaluate readings from a variety of texts and to apply that learning to academic, personal, and professional contexts at the advanced high sublevel of proficiency as determined by a departmental rubric | Standardized assignment (writing prompt) each unique to SPAN 3001 Spanish Grammar and Composition and SPAN 3002 Speaking in Spanish (E, D) based upon departmental rubric.  
Informal and formal observations of | | | |
that is informed by the American Council of Teachers of Foreign Languages’ (ACTFL) national standards. responses to discussion threads, reflections, peer reviews ... in both core courses and electives.

Standard rubric (based upon GEN ED survey from Provost Office) to evaluate written capstone project SPAN 5001 Spanish Capstone (A). Capstone (A)
V. Assessment Infrastructure

Assessment Personnel:

A subcommittee under the direction of the Romance Languages and Literatures (RLL) Undergraduate Committee will be selected. This committee will include the Undergraduate Director. As needed the committee will review syllabi and consult Spanish faculty members of each of the required courses being assessed.

The committee will be charged with the collection and analysis of data and reporting the findings. Blackboard or another similar secure site will be used to collect data, remind faculty members of data collection, and to report findings. The committee will explore and revise as needed the optimum types of data to be collected and ways of reviewing and reporting such data.

The findings will be presented to the Spanish faculty as a whole for review. The faculty will provide feedback offering suggestions and making revisions as needed and implement changes for continuous improvement.

Assessment schedule:

The committee will meet a minimum of once each semester to review and adjust the process as needed. Once the data has been collected, the Undergraduate Director will compile a report and submit it with recommendations to the Department Head and then the faculty.

Based upon the findings of the committee and the report, recommendations will be made to the department. The report will include both strengths and weaknesses with recommendations as to how to address problem areas.

The committee will request support from the department based upon the complexities of the work and time commitment. The departmental administration will review the findings and requests of the committee and faculty and provide feedback and support as needed for continuous improvement.